



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Lyman Elementary School

SAU: RSU 57 / MSAD 57

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2010-2011 NCLB Report Card



School: Lyman Elementary School
SAU: RSU 57 / MSAD 57
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	48	48	100	65	65	65	2	63	33	2	47	1
	2009-2010	41	40	98	73	72	73	10	63	18	10	40	0
Female	2008-2009	22	22	100	77	74	70	0	77	23	0		
	2009-2010	21	21	100	81	75	76	14	67	14	5		
Male	2008-2009	26	26	100	54	58	60	4	50	42	4		
	2009-2010	20	19	95	63	69	69	5	58	21	16		
Caucasian/White	2008-2009	47	47	100	64	65	66	2	62	34	2		
	2009-2010	40	39	98	74	72	74	10	64	15	10		
African American/Black	2008-2009	0	0				42						
	2009-2010	0	0				46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	1	1	100			71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	9	9	100	56	58	53	0	56	44	0		
	2009-2010	9	9	100		55	62						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	50	41	36	17	33	50	0		
	2009-2010	1	1	100		39	38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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SAU: RSU 57 / MSAD 57
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	41	41	100	71	75	71	0	71	24	5	41	0
	2009-2010	44	44	100	59	67	67	5	55	23	18	43	1
Female	2008-2009	25	25	100	76	80	75	0	76	24	0		
	2009-2010	21	21	100	71	74	71	0	71	14	14		
Male	2008-2009	16	16	100	63	70	67	0	63	25	13		
	2009-2010	23	23	100	48	61	63	9	39	30	22		
Caucasian/White	2008-2009	38	38	100	74	75	71	0	74	21	5		
	2009-2010	44	44	100	59	67	68	5	55	23	18		
African American/Black	2008-2009	1	1	100			53						
	2009-2010	0	0				43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	2	2	100			60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	11	11	100	55	65	60	0	55	45	0		
	2009-2010	8	8	100		52	56						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		39	43						
	2009-2010	6	6	100		38	34						
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Lyman Elementary School
SAU: RSU 57 / MSAD 57
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	58	58	100	62	66	67	2	60	28	10	58	0
	2009-2010	43	43	100	67	71	72	9	58	23	9	43	0
Female	2008-2009	33	33	100	64	70	70	0	64	24	12		
	2009-2010	27	27	100	78	77	78	15	63	19	4		
Male	2008-2009	25	25	100	60	62	64	4	56	32	8		
	2009-2010	16	16	100	50	63	67	0	50	31	19		
Caucasian/White	2008-2009	54	54	100	61	66	67	2	59	30	9		
	2009-2010	41	41	100	66	71	73	7	59	24	10		
African American/Black	2008-2009	1	1	100			46						
	2009-2010	1	1	100			57						
Hispanic	2008-2009	0	0				56						
	2009-2010	0	0				70						
Asian or Pacific Islander	2008-2009	2	2	100			68						
	2009-2010	0	0				73						
American Indian or Native Alaskan	2008-2009	1	1	100			48						
	2009-2010	1	1	100			62						
Economically Disadvantaged	2008-2009	21	21	100	67	61	53	0	67	14	19		
	2009-2010	17	17	100	47	60	62	6	41	35	18		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	13	22	31	0	13	13	75		
	2009-2010	3	3	100		31	36						
Limited English Proficient	2008-2009	1	1	100			39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	48	48	100	71	73	70	15	56	23	6	48	0
	2009-2010	41	40	98	63	67	62	8	55	23	15	40	0
Female	2008-2009	22	22	100	77	72	68	18	59	18	5		
	2009-2010	21	21	100	57	63	61	14	43	29	14		
Male	2008-2009	26	26	100	65	74	71	12	54	27	8		
	2009-2010	20	19	95	68	71	63	0	68	16	16		
Caucasian/White	2008-2009	47	47	100	70	74	71	15	55	23	6		
	2009-2010	40	39	98	64	68	63	8	56	21	15		
African American/Black	2008-2009	0	0				45						
	2009-2010	0	0				31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	1	1	100			70						
	2009-2010	1	1	100			65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	9	9	100	56	67	58	11	44	22	22		
	2009-2010	9	9	100		57	50						
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	6	6	100	50	51	46	17	33	17	33		
	2009-2010	1	1	100		30	33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	41	41	100	61	75	66	7	54	22	17	41	0
	2009-2010	44	44	100	57	64	62	0	57	27	16	44	0
Female	2008-2009	25	25	100	72	75	66	12	60	16	12		
	2009-2010	21	21	100	71	67	62	0	71	10	19		
Male	2008-2009	16	16	100	44	76	67	0	44	31	25		
	2009-2010	23	23	100	43	61	63	0	43	43	13		
Caucasian/White	2008-2009	38	38	100	63	75	67	5	58	21	16		
	2009-2010	44	44	100	57	65	63	0	57	27	16		
African American/Black	2008-2009	1	1	100			46						
	2009-2010	0	0				36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	2	2	100			59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	11	11	100	45	74	54	0	45	27	27		
	2009-2010	8	8	100		56	50						
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	1	1	100		55	41						
	2009-2010	6	6	100		50	36						
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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Group	Mathematics Assessment Data												
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					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	58	58	100	60	72	66	10	50	22	17	58	0
	2009-2010	43	43	100	60	71	64	7	53	9	30	43	0
Female	2008-2009	33	33	100	61	73	65	9	52	21	18		
	2009-2010	27	27	100	67	71	64	11	56	7	26		
Male	2008-2009	25	25	100	60	71	66	12	48	24	16		
	2009-2010	16	16	100	50	69	64	0	50	13	38		
Caucasian/White	2008-2009	54	54	100	59	73	67	11	48	22	19		
	2009-2010	41	41	100	61	71	65	5	56	7	32		
African American/Black	2008-2009	1	1	100			43						
	2009-2010	1	1	100			37						
Hispanic	2008-2009	0	0				52						
	2009-2010	0	0				55						
Asian or Pacific Islander	2008-2009	2	2	100			69						
	2009-2010	0	0				67						
American Indian or Native Alaskan	2008-2009	1	1	100			46						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009	21	21	100	57	66	53	10	48	19	24		
	2009-2010	17	17	100	41	64	51	6	35	6	53		
Migrant	2008-2009	0	0				38						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	8	100	0	42	38	0	0	50	50		
	2009-2010	3	3	100		36	34						
Limited English Proficient	2008-2009	1	1	100			40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Lyman Elementary School
SAU: RSU 57 / MSAD 57
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	100 99	99 99	65	70 66	71 69	99	100 99	99 99	59	68 62	63 61	95	95	95
Caucasian/White	99	100 99	99 99	65	70 66	71 69	99	100 99	99 99	58	69 63	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	100 98	99 99	54	56 56	60 56	*	100 98	99 99	51	60 51	50 47			
Students with Disabilities	*	100 92	97 98	22	35 18	36 28	*	100 93	97 98	26	35 21	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	13	8	5	0	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.61

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>